

SOCIAL STUDIES CURRICULUM FRAMEWORK

Connecticut State Department of Education
Division of Teaching and Learning
May 1998

SOCIAL STUDIES

By the end of Grade 12, students will gain a knowledge of history, civics and government, geography and economics; understand the interaction between and among history, the social sciences and humanities; and apply that knowledge and understanding as responsible citizens.

PROGRAM GOALS

As a result of education in Grades K-12, students will:

- demonstrate knowledge of the structure of United States and world history to understand life and events in the past and how they relate to one's own life experience;
- analyze the historical roots and the current complexity of relations among nations in an increasingly interdependent world;
- demonstrate an understanding of the concept of culture and how different perspectives emerge from different cultures;
- apply geographic knowledge, skills and concepts to understand human behavior in relation to the physical and cultural environment;
- describe the relationships among the individual, the groups and the institutions which exist in any society and culture;
- demonstrate knowledge of how people create rules and laws to regulate the dynamic relationships of individual rights and societal needs;
- apply concepts from the study of history, culture, economics and government to the understanding of the relationships among science, technology and society;
- describe how people organize systems for the production, distribution and consumption of goods and services;
- demonstrate an understanding of how ideals, principles and practices of citizenship have emerged over time and across cultures; and
- describe how the study of individual development and identity contributes to the understanding of human behavior.

K - 12 CONTENT STANDARDS

History

Through the study of United States and world history:

- 1) **Historical Thinking**
Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.
- 2) **Local, United States and World History**
Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.
- 3) **Historical Themes**
Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.
- 4) **Applying History**
Students will recognize the **continuing** importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

Civics and Government

Through the study of civics and government:

- 5) **United States Constitution and Government**
Students will apply knowledge of the U. S. Constitution, how the U. S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state and national decisions.
- 6) **Rights and Responsibilities of Citizens**
Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

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| 7) Political Systems | Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority. |
| 8) International Relations | Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation. |

Geography

Through the study of geography:

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| 9) Places and Regions | Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions. |
| 10) Physical Systems | Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems. |
| 11) Human Systems | Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world. |
| 12) Human and Environmental Interaction | Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions. |

Economics

Through the study of economics:

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| 13) Limited Resources | Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices. |
| 14) Economic Systems | Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services. |
| 15) Economic Interdependence | Students will demonstrate how the exchange of goods and services by individuals, groups and nations create economic interdependence and change. |

CONTENT STANDARD 1: Historical Thinking

Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.

K - 12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> gather historical data from multiple sources; engage in reading challenging primary and secondary historical source materials, some of which is contradictory and requires questioning of validity; describe sources of historical information; identify the main idea in a source of historical information; identify ways different cultures record their histories, compare past and present situations and events, and present findings in appropriate oral, written and visual ways; create timelines which sequence events and peoples, using days, weeks, months, years, decades and centuries; and <p>(continued)</p>	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts; gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives; distinguish between primary and secondary sources; interpret data in historical maps, photographs, art works and other artifacts; <p>(continued)</p>	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> formulate historical questions and hypotheses from multiple perspectives, using multiple sources; gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses; interpret oral traditions and legends as "histories"; evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias; describe the multiple intersecting causes of events; and use primary source documents to analyze multiple perspectives.
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